

# *The American Teacher*

NOV 15 1944

Supreme Headquarters  
ALLIED EXPEDITIONARY FORCE  
Office of the Supreme Commander

16 September, 1944.

Dear Mr. Kuenzli:

Will you please convey to the delegates  
of the American Federation of Teachers  
my deep appreciation for their very loyal  
and patriotic message.

Sincerely,

*Dwight D. Eisenhower*



November  
1944



*Democracy in Education  
Education for Democracy*



## Experts in Various Educational Fields Serve on New AFT Commission

**T**HE SETTING up of the AFT Commission on Educational Reconstruction has now been completed. Since the new commission includes outstanding authorities from various educational fields, it is well qualified to undertake the task of solving the serious problems now facing education in America.

As was reported in the October issue of the *AMERICAN TEACHER*, Dr. Floyd Reeves, Professor of Administration at the University of Chicago and chairman of the Conference on Postwar Readjustment of Civilian and Military Personnel, is chairman of the AFT commission, and Dr. John L. Childs, chairman of the former AFT Commission on Education and the Postwar World, is a member of the new commission.

Four of the ten members of the commission are AFT officers: President Joseph Landis, Secretary-Treasurer Irvin Kuenzli, Legislative Representative Selma Borchardt, and Vice-President George Counts.

Recently four more persons, all experts in their fields, accepted membership on the commission: Dr. Milton S. Eisenhower, Dr. Roma Gans, Miss Florence Thorne, and Dr. Robert C. Weaver.

Dr. Milton Eisenhower is president of the Kansas State College of Agriculture and Applied Science. At present he is serving as a member of the Executive Committee of the Association of Land Grant Colleges and Universities and also as a member of the International Committee of the National Planning Association. (It is probably unnecessary to add that he is the brother of General Dwight Eisenhower.)

Dr. Roma Gans, Associate Professor of Education in Teachers College at Columbia University, is one of the nation's leading authorities on elementary education. Her articles on this subject are well known to teachers in all parts of the country. She

is a member of our New York local.

Miss Florence Thorne is Research Director of the American Federation of Labor. For many years the AFL has depended on her to carry on one of the most important parts of its work. Few persons in the United States know labor's history and labor's needs as thoroughly as does Florence Thorne. She has been an AFT member at large for many years.

Dr. Robert Weaver is director of the Mayor's Committee on Race Relations in Chicago and is the author of several books and numerous articles in the field of race relations. His most recent book is entitled "Racial Tensions in Chicago." He has done important work in several government agencies.

The first meeting of the new commission was held in Washington on October 24 and 25.

### Locals Contribute Generously

Locals are responding promptly and generously to the appeal for contributions to enable the AFT Commission on Educational Reconstruction to carry on its important work.

The first local to contribute was Local 781, of Kingston, N.Y., which sent a substantial sum amounting to one cent a week per member. The second contribution from a local came from Portland, Oregon, which sent \$25.

The Workers Educational Local, 189, contributed the generous amount of a dollar per member.

The largest amount contributed thus far came from the Chicago local, which voted to give more than \$3000 to support the work of the commission. The welcome news of this contribution was wired to the AFT Executive Committee as it met in Washington to assist in setting up the new commission.

# The American Teacher

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## November, 1944

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## Auditor's Recommendations Already Carried Out

The report of the professional auditing company which examines the financial reports, accounting, and business procedure of the national office shows that the national organization is in sound financial condition and its accounts in excellent form. Over a number of years the national office has reorganized and modernized its business methods under the direction of the auditing company. The new system of monthly and annual reports has now been completed so that ledgers, reports, and budgeting are on a uniform basis. Under this system comparative statistics may be maintained over a period of years. The system of accounting and reporting now used at the national office is something of a model for trade unions. Reports, while thorough and complete, are designed in simple form so that members inexperienced in accounting may understand them.

*All recommendations of the auditors for further improvement of procedure which were made at the last audit in August, 1944, have already been carried out.*

As directed by the convention, the Executive Council referred to the Budget Committee the two recommendations of the auditors on which the Officers' Reports Committee reported that action had not yet been taken. The first item was a recommendation that all persons handling funds (as well as the Secretary-Treasurer, who is already bonded) should be placed under bond. In practical application the recommendation means that Miss Lena Hulst, office secretary, should be bonded. Miss Hulst was placed under bond immediately after the convention.

The second recommendation dealt with an old account of a former vice-president who was a member of one of the locals expelled by referendum vote of the membership in 1940. A former Executive Council had voted this vice-president an allocation of \$1000.00 for organization purposes in his area. The funds were expended by the vice-president as authorized by the Council, but no satisfactory accounting of the funds was ever made. There were no charges of misappropriation of funds but in successive years the auditors attempted to secure a detailed statement of how the funds were spent.

In view of the apparent impossibility of securing a satisfactory accounting, and in view of the

fact that the local concerned has been expelled from the organization, the auditors recommended that the matter be closed by the present Executive Council in order to prevent recurrence of

this item, and that the account be considered closed. This recommended action was taken by the Executive Council, when the budget for 1944-45 was adopted.

## TAXATION AND SCHOOL FINANCE

This statement of general principles and some of their specific applications in the field of taxation and school finance was drawn up by the convention committee on taxation and school finance but, because of the lack of time, was not presented to the convention. The Executive Council studied the statement and after making a few minor changes turned it over to the AMERICAN TEACHER so that it could be studied by the entire membership.

### General Principles

1. Taxation today has not only the purpose of raising revenue; it is a mechanism for regulating prices and an instrument for the attainment of social equity.

2. Taxation should be based on the individual's ability to pay; equality of sacrifice is achieved only if higher rates are applied to the higher income brackets.

3. No loopholes should be permitted which enable particular groups to dodge taxation on part of their income.

4. The sales tax takes greater proportions of lower incomes than of higher incomes, and increases directly the cost to the consumer.

5. Equity demands adjustment not only in the tax structure, but efficiency in the mechanism of assessment and collection.

6. Vast inequalities of income are a handicap rather than an advantage in a democratic society, especially in time of war and readjustment.

7. The government's borrowing program should make it possible to promise future re-

### Specific Application

1. The rate of transition to a successful peace time economy will be accelerated by a policy which increases the purchasing power of the low income groups; therefore taxation revisions should lighten the burden on that portion of the population which will, as soon as possible, spend the bulk of its income on consumers' goods. The principle should be followed of exempting an adequate family subsistence income.

2. The income tax is the only tax which can adequately fulfill this principle. It must include all forms of income of the individual, whether the income is a windfall from capital gains, an inheritance, or a gift. Inheritances and gifts should be taxed at the same rates and with the same exemptions as other income. High corporation income taxes should also be maintained and excess profits drained away until such time as it can be assured that corporation profits are distributed as dividends and taxed as income.

3. Specific examples of loop-holes to be eliminated are: (a) tax-exempt securities, which now allow income from large-scale investments to shirk taxation, (b) automatic allowance for depletion and obsolescence, which allows some oil and mining firms to deduct more from taxable income over a period of a few years than the amount of their actual investment, and (c) separate income tax returns, which create special advantages to wealthy individuals in the eight "community property" states at the expense of the residents of the forty other states.

4. The over-all sales tax is condemned as a source of revenue because of the regressive nature of the tax burden.

5. The "withholding plan" of taxing current income is approved as a permanent feature of the tax collection machinery.

6. In spite of the present high graduated income and excess profits taxes, there now exists a greater concentration of financial power in private hands than ever before in our history. Fiscal policy should be designed to reverse this trend.

7. The taxation and borrowing program of the Federal government should be modified so that the ratio of taxation to borrowing will be increased for the wealthy and decreased for the middle and



turns for present sacrifices; it must not offer only to the wealthy the status of creditors; it must not offer to the poor only the prospect of increased taxes.

8. The present emergency sharpens the already keen competition for available revenue between various governmental agencies and services. Demands for increases in income by groups of public employees should be supported by evidence of particular need.

9. A multitude of taxing bodies and financial authorities creates "an anarchy of local autonomy." The historical and inevitable centralization of financial power in the federal government makes possible the attainment of important social gains.

10. There are two kinds of government borrowing. One, borrowing from banks, corporations and the idle savings of wealthy individuals, is inflationary. The other, borrowing from individual current earnings, has its counterpart in the reduction of individual spending, and is non-inflationary.

11. An inflationary rise in price hampers the war effort, hinders postwar readjustment, brings about sharp inequalities of sacrifice, and affects particularly those income groups, like teachers, who can not easily and promptly obtain salary increases proportionate to the rise in the cost of living.

12. No class and no community can avoid the consequences of the fiscal policies now being shaped. The impact of these

lower income groups.

8. Salary adjustments for teachers during the present emergency can be justified: (a) by showing the existence of substandard levels of pay which are too low to keep qualified teachers in the profession; (b) by showing that there are flagrant inequities in the salary schedule of a given community that demand internal readjustment; (c) by proof in "boom towns" or defense areas that special hardship is being worked by excessive local increases in the cost of living since September, 1939; (d) by citing the fact that the present high federal income tax burden (a new factor in the real income of teachers), coupled with increases in the cost of living, makes present salary schedules sorely inadequate; (e) by demonstrating the necessity for strengthening pension and retirement systems because of the increasing difficulty which teachers experience in providing individually for the exigencies of old age.

9. During the postwar period, cooperative efforts should be intensified toward the development of federal-state-local tax sharing, inter-governmental borrowing, and extension of the system of federal and state grants-in-aid. The functions of government should be distributed among the political units of government on the basis of the efficiency with which the function can be performed.

10. War bonds, purchased by people who would otherwise spend the money for commodities, represents a clear case of non-inflationary borrowing. Instructional expenditures for an expanded educational program are not inflationary, provided the method of raising funds is non-inflationary.

11. The application of administrative controls to all prices, as well as measures of rationing in order to insure equitable distribution of goods and a minimum expenditure by the government, should be continued as long as necessary.

12. Teachers need to study, to understand and to make known those principles of fiscal policy which are in accord with their purpose of bringing about a greater degree of democracy, improving government, promoting social justice, and above all, winning the

decisions on all individuals and all institutions during and after the war is far-reaching and inescapable.

13. Responsible and democratic government depends for its guidance and direction upon organized groups of articulate citizens who make their convictions and desires known to the legislative and executive branches of their governments. Progress toward sound government financial policy is dependent upon the widespread and continuous expression of enlightened opinion.

war and the peace. Rational and mature thinking in the difficult field of government finance is an obligation of teachers now and in the future.

13. Weak or misguided national policy in the field of taxation and price control will not only bring certain and grievous hardships to individual teachers, but will have disastrous consequences upon all people. It is a responsibility of the American Federation of Teachers to make its voice heard in the determination of national policy, not only for maintaining the security of teachers, but for maintaining the security of the society of which teachers are a part.

## Teachers' Union and Board of Education Sign Collective Bargaining Agreement

The West Suburban Local, 571, believes that one of the groups within that local, the Cicero Council, has achieved something of real significance to all AFT members. This Council recently obtained a signed collective bargaining agreement between the teachers' union and the board of education of the Cicero School District.

When a report concerning this agreement was made at the AFT convention by Mary Wheeler, president of Local 571, many delegates expressed a desire to know more about the details of the agreement. The convention voted, therefore, that the agreement should be published in the AMERICAN TEACHER.

In her report to the convention Miss Wheeler emphasized that the last section, which provides for revising and renewing the agreement, is one of the most important parts of the entire document.

In considering the sections dealing with the salary schedule it is important to note that the Cicero School District includes only elementary schools.

In its efforts to secure the agreement the union was aided by citizens of the community. One man, Mr. Stroop, a member of an AFL union, was especially helpful.

### MEMORANDUM OF MASTER AGREEMENT

This agreement made and entered into this 7th day of July, 1944, between the Board of Education, School District 99, Cook County, Illinois, to be hereinafter referred to as the Employer, and the Cicero Chapter of the West Suburban Teachers Union, Local 571, A.F. of T., to be hereinafter referred to as the Union.

Witnesseth that, beginning with the date of this agreement, and continuing as hereinafter provided, the parties hereto mutually agree that they will respect and observe the following conditions and agreements in the Educational System of School District 99.

**Section 1.** The Employer recognizes the Union as the collective bargaining agent for all certificated employees who are members of the Union, and that all other certificated employees be represented by the Union (with the exception that this agreement does not include bargaining for salary adjustments and work-

ing conditions for the Superintendent and the Assistant Superintendent of School District 99) in all matters pertaining to salaries, wages, hours, and working conditions.

**Section 2.** The Union agrees that it will not refuse membership if applicants are certificated employees of School District 99—excluding, however, the Superintendent and the Assistant Superintendent—and if they comply with the provisions of the Constitution of the A.F. of T.

**Section 3.** The use of the regular bulletin boards will be allowed in each school building for the posting of Union notices.

**Section 4.** The Employer gives the Union the privilege of using all communication services; i.e. the non-toll telephone service, and regular delivery service

available in School District 99.

**Section 5.** The Employer gives the Union the privilege of using the Administration Building for meetings as may be arranged by the Buildings, Grounds and Supplies Committee.

### BASIC SALARY SCHEDULE Cicero Board of Education School District 99

**Section 6 (a).** The following shall be the basic salary schedule for the school year 1944-45:

Years in Service	Class I	Class II	Class III	Class IV
1	1300	1400	1450	1500
2	1400	1500	1525	1600
3	1450	1560	1600	1675
4	1500	1620	1675	1750
5	1500	1680	1750	1825
6	1600	1740	1825	1900
7	1650	1800	1900	2000
8	1700	1900	1975	2100
9	1750	2000	2050	2200
10	1800	2100	2150	2300
11	1850	2200	2250	2400
12	1900	2300	2400	2500
13	2000			
14	2100			
15	2200			

All substitutes shall receive the sum of seven dollars per day.

The application of this schedule shall not reduce the salary currently paid to any certificated employee in the system, and it is the intent of this schedule to assure each teacher for the school year 1944-45 in Classes I, II, III, and IV a salary increase of \$300 over and above the 1943-44 basic salary schedule by a supplementary monthly payment. It is agreed, however, that any new teacher for the school year 1944-45 shall be paid the supplementary salary of \$10 per month in addition to the basic schedule herein provided.

#### Section 6 (b).

Years in Service	Class V Bach. Master		Class VI Bach. Master		Class VII Bach. Master	
1	1600	1700	1800	1900	2000	2100
2	1700	1800	1900	2000	2100	2200
3	1800	1900	2000	2100	2200	2300
4	1900	2000	2100	2200	2300	2400
5	2000	2100	2200	2300	2400	2500
6	2100	2200	2300	2400	2500	2600
7	2200	2300	2400	2500	2600	2700
8	2300	2400	2500	2600	2750	2850
9	2400	2500	2600	2700	2900	3000
10	2500	2600	2700	2800	3050	3150
11	2600	2700	2800	2900	3200	3300
12	2700	2800	2900	3050	3300	3400

### EXPLANATION OF THE SCHEDULE

#### Section 7.

(a) This schedule is based upon training and experience. It provides for seven classes, herein designated as Class I, Class II, Class III, Class IV, Class V, Class VI, and Class VII.

(b) Class I in Section 6 above is to include all certificated teachers without a bachelor's degree.

(c) Class II in Section 6 above is to include all certificated employees with a bachelor's degree.

(d) Class III in Section 6 above is to include all certificated employees with a bachelor's degree from an accredited college or university\* plus 18 semester hours of graduate work.

\*Wherever the term "accredited college or university" appears in the text of this agreement it is understood to mean accredited by the North Central Association.

(e) Class IV in Section 6 above is to include all certificated employees with a master's degree from an accredited college or university.

(f) Class V is to include all assistant principals, directors, district librarian and head of instrumental music with bachelor's or master's degrees from an accredited college or university as designated in Section 6 above.

(g) Class VI is to include all principals of buildings with an enrollment of less than 300 and supervisors of special subjects (music, art, and physical education) with bachelor's or master's degrees from an accredited college or university as designated in Section 6 above.

(h) Class VII is to include the primary supervisor, principals of buildings with an enrollment of 300 pupils or more and the principal of the school for mentally handicapped children, with bachelor's or master's degrees from an accredited college or university as designated in Section 6 above.

### SALARY AS DETERMINED BY SCHEDULE

#### Section 8

(a) The salary is determined by the class to which a teacher, principal, director, or supervisor belongs and the number of years of experience that he or she has had.

(b) A teacher, principal, director, or supervisor not having been previously employed as a teacher in Cicero Public Schools may count experience outside of Cicero at the rate of one year for the first year taught outside of Cicero and at the rate of one half-year for each year taught thereafter for a total of four years.

7 years of experience outside of Cicero will equal 4 years in Cicero. 5 or 6 years of experience outside of Cicero will equal 3 years in Cicero. 3 or 4 years of experience outside of Cicero will equal 2 years in Cicero. 1 or 2 years of experience outside of Cicero will equal 1 year in Cicero.

(c) A teacher who taught one year or more in School District 99 and who left the district, shall, if reemployed, receive a starting salary of at least \$1500 per school year. Credit for additional experience may be granted according to conditions (par. b, Section 8) defined for a teacher not having been previously employed in Cicero. A teacher who has taught a year or more in School District 99 and who has left the district and later returned to the system must again earn her tenure in the system.

### SALARY INCREMENTS

#### Section 9

(a) All certificated employees whose salary raise would not exceed the maximum for the class in which they fall shall be given a \$300.00 raise for 1944-45 over the 1943-44 basic schedule.



(b) Any certificated employee whose present salary is such that a \$300.00 raise would exceed the maximum for his class shall be given only that fraction of \$300.00 which would allow him to reach the maximum.

## PROBATIONARY TEACHERS

### Section 10

(a) All new teachers entering the school system will do so upon a probationary basis as set forth in the Illinois Tenure Act; which calls for a probationary period of two consecutive years, "... after which such teacher shall enter upon contractual continued service, unless given written notice of dismissal, stating specific reason therefor, by registered mail by the employing board at least sixty days before the end of such probationary period; the board may extend probationary period for one additional year by giving the teacher written notice by registered mail at least sixty days before end of such two-year period, and provided the probationary period contract shall in no event terminate before the expiration of such contract."

(b) The extension of the probationary period beyond two years will be discouraged. The superintendent shall confer with each probationary teacher near the end of the first year regarding her status.

(c) Probationary teachers shall be placed on salary schedule in the class to which their training and experience entitle them.

(d) No teacher shall be denied the privilege of entering the period of contractual continued service or shall be considered for dismissal for the reasons or causes provided in Sections 115, 127, or 127 $\frac{3}{4}$  of the Tenure Act, unless there has been accumulated during the year objective evidence to support causes or reasons compiled according to the following provisions:

1. Evaluation shall be upon the basis of criteria carefully defined and simply stated as a result of co-operative analysis of the educational needs of this community, made by a group of two teachers, one supervisor, and one principal.

2. A cumulative folder shall be kept in the office of the superintendent for each member of the staff in which will be filed credentials and evidences of

growth and improvement. The evidence shall be available for study whenever a person is considered for probationary standing, promotion, or dismissal.

3. The final decision regarding probationary status of any certificated employee shall be made by the Superintendent with the concurrence of the Board of Education and upon recommendation of those in a supervisory capacity who are in a position to observe her work. Such decision will be made only after the teacher has been given a minimum of 60 days' previous notice that her rating has been unsatisfactory.

## ABSENCE FOR ILLNESS AND OTHER CAUSES

### Section 11

(a) All certificated employees included in this schedule shall be allowed 10 days' absence per school year for personal illness without loss of salary; legal holidays shall not be counted as days absent. Said 10 days' allowance for beginning teachers and for teachers without an allowance credit shall accrue at the rate of one day per month. A refund will be granted for any salary deductions made pending said accruals.

(b) If a teacher does not use all the 10 days' allotment in one school year, this credit shall continue to accumulate to a maximum of 30 days, which shall be the maximum credit allowable. This accumulated sick allowance shall remain to the credit of the employee until consumed, after which the sick allowance shall again accumulate to the credit of the certificated employee. After three continuous days of absence for sickness a doctor's certificate must be presented.

(c) Any certificated employee not able to report for duty because of personal illness at the opening of the school term shall be entitled to all accrued sick benefits herein provided. He shall be required to present a doctor's statement certifying to illness as the cause of absence. If absence due to illness extends over a 30-day period, the employee shall apply to the Board of Education for a leave of absence.

(d) Certificated employees included in this schedule who may be quarantined by the Health Officer because

## SOME OF THOSE WHO PARTICIPATED IN THE WORK

Cicero Board of Education  
and Superintendent of Schools

Union Advisory Committee  
of Local 571





of contagious disease resulting from contact at school shall receive payment for all time lost through such unavoidable cause. Time lost because of illness from such contacts, however, shall be deductible, according to the provisions in Section 11, paragraphs (a) and (b).

(e) Any certificated employee shall be allowed 5 days' absence for death in the immediate family (wife, child, father, mother, brother, sister, grandmother, grandfather, husband). At the discretion of the Superintendent, exception may be made for other relatives or for close friends. An absence under this provision is not to be subtracted from the total absences allowed under Section 11 (a).

## LEAVE OF ABSENCE

### Section 12

A leave of absence for not more than one year at a time shall be granted without pay for the purpose of needed rest, or because of prolonged illness. All leaves of absence shall be granted only with the approval of the Superintendent and the Board of Education. Salary increments for experience will not be granted for time spent on leave of absence.

## SABBATICAL LEAVE

### Section 13

(a) A sabbatical leave of one year for the purpose of advanced work or for travel shall be granted to any certificated employee at his request after seven or more consecutive years of service in School District 99, subject to the provision of Section 13, paragraphs (b) and (c) following:

(b) The number of sabbatical leaves granted in the district shall not exceed four in number in one year, and shall be divided as follows: three in the teaching staff, and one in the principalships or the supervisory staff.

(c) If more than four requests for sabbatical leaves in one year are received, selection shall be made on the basis of seniority, unless all applicants have an equal term of service, in which case the selection shall be made by the evaluating committee on the basis of benefits to the school system. All requests should reach the evaluating committee before the 40th week of the school term.

(d) Salary paid to the certificated employee on a

sabbatical leave shall be the regular salary less \$7 per day.

(e) The salary shall be paid to the certificated employee in the same manner and at the same time the regular salaries are paid.

(f) The time of such leave shall be counted as regular service and the pension deduction of 4% of the paid salary required by the State shall be made.

(g) The salary to be paid the certificated employee when he returns from the sabbatical leave, shall be that to which he would have been entitled on the schedule of Section 6 had he been in the system.

(h) Applications for sabbatical leave, setting forth reasons therefor, shall be made to the Superintendent in writing before the 40th week of the school term of any year.

(i) All sabbatical leaves must be approved or disapproved by the Superintendent and the Board of Education by the first day of August next following date of application and the certificated employee so notified.

(j) Section 13 of the agreement shall not be operative during any period of emergency declared by the Board by a resolution duly adopted at a meeting of the Board.

## LEAVE FOR MILITARY SERVICE DURING THE PRESENT WAR

### Section 14

Teachers of the Cicero Grade School System—male and female—who have entered the military or naval services, either as conscripts or as volunteers, shall for a period of one school year from date of induction be compensated in the same manner as provided for sabbatical leaves in Section 13 above.

Upon honorable discharge from said services, any veteran, if qualified, and if he or she makes application for reemployment within 40 days after release from service shall be reinstated to his or her former position or to a position of like seniority and status and at the same place on the salary schedule as though he or she had had continued uninterrupted service in District 99.

## EVALUATING COMMITTEE

### Section 15

(a) The purpose of this committee shall be to evalu-

## COMPARING THE COLLECTIVE BARGAINING AGREEMENT

Cicero Citizens' Committee

Collective Bargaining Committee of the  
Cicero Council



ate and approve all academic training to be applied toward salary increments provided for in Section 6 above.

(b) The evaluating committee shall be composed of the Superintendent of Schools or the Assistant Superintendent; the primary supervisor, one principal, and three teachers. The Superintendent shall appoint the principal, and the Executive Board of the Cicero Chapter of Local 571 shall appoint the three teachers. All members of this committee shall have at least a bachelor's degree.

(c) A teacher whose credits are being evaluated shall be present as a non-voting member of this committee.

(d) The term of service of the personnel of the evaluating committee with the exception of the Superintendent or Assistant Superintendent, and the Primary Supervisor, shall be for one year dating from the first day of September following the effective date of this agreement to the first day of September of the year next following.

(e) This committee shall hold four quarterly meetings as follows: in the second, thirteenth, and twenty-seventh weeks of the school term, and the last meeting to be held not later than the fortieth week of said school term.

(f) This committee shall be organized and meet regularly because of the provisions in Section 7, paragraphs (d) and (e), and Section 13 (c) above, and shall post a schedule of each meeting not later than 7 days prior to said meeting.

## REGULATIONS PERTAINING TO CREDITS

### Section 16

(a) New teachers are required to present an official transcript of their academic standing so that their place on the salary schedule may be determined.

(b) All credits to be applied toward salary increments must be earned at accredited institutions.

(c) Notice of intention to acquire higher academic credit, or degree, during the summer school term must be presented to the Superintendent not later than the fortieth week of the school term if such credit or degree entitles the employee to advance on the salary schedule, Section 6 above, at the beginning of the following school term.

(d) Verifications of credits earned during the summer must be reported to the Superintendent by the second week of the school year.

(e) All courses to be taken for credits that are to be applied toward salary increments in Classes III and IV shall be presented to the evaluating committee for approval before the courses are taken, subject to provisions of the following paragraph.

(f) Certificated employees working for degrees who must meet specific sequence requirements shall be allowed credit although these particular courses may have no direct relationship to the present responsibilities of the teacher.

(g) No certificated employee who is regularly employed in School District 99 shall be allowed promotional credit for more than 10 semester hours of work during any one school year. This work may be taken in universities and colleges in the Chicago area or by correspondence.

## SPECIAL ALLOWANCES FOR EXTRA DUTIES

### Section 17

(a) Duties assigned by the Board of Education and the Superintendent in addition to the regular teacher load shall be enumerated and a schedule shall be drawn up listing these duties with a uniform scale of pay for these services. A copy of this schedule shall be sent to all certificated employees of the Board of Education. Qualifications for these duties shall be stipulated in said schedule and all qualified certificated employees shall be free to apply for these duties within a reasonable period of time.

This schedule shall include:

(1) All special duties now in existence such as band director, special coaching, cafeteria director, child care program.

(2) Special summer employment in child centers or in regular summer school.

(3) All other special duties required in the future should be added to this list by the Board of Education.

(b) For employees (with or without private cars) teaching in more than one building, a uniform allowance for expenses entailed shall be granted.

## TEACHER'S CONTRACT

### Section 18

The following memorandum is recommended as the accepted agreement between the Board of Education of District 99 and its employees of the educational staff:

It is hereby agreed by and between the Board of Education of District No. 99, Cook County, State of Illinois, and..... a legally qualified teacher, that the said..... shall teach for ..... months in the said school district for the school term beginning September....., 194..., and ending June....., 194...; for the annual school year salary of..... payable in equal installments at the end of each school month of twenty days.

It is Further Agreed that this arrangement is subject to the School Laws of Illinois and the rules and regulations of said Board in force and effect at the date hereof and the terms of a Master agreement entered into between the Board of Education, School District No. 99, and Cicero Chapter of Local No. 571 A.F.T. dated..... day of....., 194....

Pursuant to an aye and nay vote taken and recorded at a lawful meeting of the said Board of Education held at..... Illinois on the..... day of....., 194...., and by order of said Board of Education this contract is executed in duplicate this..... day of....., 194....

Teacher

President, Board of Education

Secretary

## SURVEY OF REEMPLOYMENT

### Section 19

The following short form shall be used to ascertain the number of teachers who wish to be reemployed:

.....  
Date  
Notice of Reemployment  
of

.....  
for the position of instructor

Will you remain in the system? .....

Will you leave the system? .....

The tenure law provides . . . "that any employee who shall have been informed of his reelection by written notice . . . by the board of directors under the provisions of the Tenure Act shall within thirty days thereafter present to said board in writing his acceptance of said position; and that failure on the part of any employee to notify said board of his acceptance of reemployment shall be regarded as conclusive evidence of his non-acceptance of the position."

Date of Master Agreement.....  
Date.....

The above Survey for Reemployment being subject to the general terms of a Master agreement entered into between the Board of Education, District 99 and Cicero Chapter of West Suburban Teachers' Union Local 571, A. F. of T., dated.....day of....., 194.....

.....  
Supt. of Schools

.....  
Name of Teacher

.....  
School

## TRANSFER OF TEACHER: ASSIGNMENTS AND PROGRAMS

### Section 20

(a) The courtesy of a conference shall be extended to a teacher whose transfer is contemplated. The teacher may request the presence of the principal under whom she has served at the conference if she so desires.

(b) Whenever a change of assignment is contemplated, to be effective as of the beginning of the school semester, the teacher or teachers concerned shall be notified at least two weeks prior to the closing of the previous semester when possible.

## PROGRAMS

### Section 21

A working draft of the building programs of the departmental division shall be complete not later than one week before the close of the semester.

## PERSONAL RELATIONS AND ADJUSTMENT COMMITTEE

### Section 22

(a) All matters of adjustment that are not settled by

either the principal or the superintendent shall be referred to a standing committee composed of the advisory committee of Local 571, A. F. of T., and the school board as a whole or any committee it may appoint.

(b) If a Union member has a grievance, the advisory committee of Local 571 will first see the Principal of the Union member's school and if no satisfactory agreement is reached, then the matter shall be referred to the Superintendent of School District 99, and if satisfaction is not obtained, the matter shall be referred to the standing committee, who shall act in settlement of all disputes for adjustment or decision in all matters involving an interpretation or application of this agreement relative to which a dispute has arisen.

## VACANCIES

### Section 23

The Union shall be notified by the Superintendent of all positions of advancement occurring during the year so that all qualified persons may submit applications therefor.

## SENIORITY

### Section 24

(a) All certificated employees shall be given consideration in transfer, promotion, or the special allowances for extra duties, as provided in Section 17 (a), according to the years in service in School District 99, and an objective analysis of their qualifications.

(b) Any certificated employee who reaches retirement age during the school year and is reappointed by the Board of Education, School District 99, on a year to year basis shall receive the salary he would have received had he not yet attained retirement age.

## SUBSTITUTE ASSIGNED TO FULL-TIME POSITION

### Section 25

Any person employed as a substitute when assigned full time to an unfilled position, shall, if qualified, be considered a probationary teacher, and not a substitute, from date of said assignment.

## INVALIDATION

### Section 26

In the event that present or subsequent legislation shall exist that invalidates any section or part of a section in this agreement, such invalidation shall not render invalid any other section or part thereof in this agreement.

## RIGHT OF REVISION AND RENEWAL

### Section 27

This agreement shall be binding upon the Signatories hereto and shall be in effect for a period of one year from the signing hereof. For purposes of review, examination, revision and renewal, each party hereto reserves the privilege of exercising the right of revision, by giving the other party written notice of the desire to meet for such review, examination, revision, and renewal, as may be mutually agreed on, at least ten days prior to said meeting.



## President's Page

### Locals Respond to Call to Support AFT Commission

The Commission on Educational Reconstruction, headed by Dr. Floyd Reeves, has previously been publicized. The matter of financial support of this Commission has been called to the attention of the locals in pamphlets suggesting how locals and individual members may contribute toward the furtherance of its work.

The first local to respond to the appeal was one of our newest locals, that in Kingston, N.Y. A 100% contribution was sent in by this group. Then from the opposite end of the country came a generous contribution from Portland, Oregon.

The Workers Education Local was the third to respond and holds the record for the largest contribution in proportion to its membership—one dollar per member.

Local 1, first in age and first in size, was among the first to meet the call. On October 13 its House of Representatives authorized a grant of more than \$3,000 toward the work of the Commission. This generous action by our ranking local is especially significant because it assures sufficient funds to enable the Commission to launch its program with confidence that adequate financial support will be forthcoming. The action may well serve as an inspiration and stimulus to other locals to aid in meeting the challenge of educational reconstruction incident to our postwar reconversion problem, whose further pattern is now being shaped in legislation affecting the education of our citizens through retraining programs, federal aid proposals, provisions for increased adult and vocational education, and proposed compulsory military training programs. To assure the inclusion of sound educational emphases and values, the Commission will plan a program of action to be implemented and effected by the Executive Committee of the Council.

Certainly, a suggestion to individual members to contribute a cent a week to the support of the Commission deserves a generous response. An amount less than the cost of admission to one good movie will embarrass no one. If met by our full membership, it will adequately

finance the full program of the Commission. Many of us will wish to donate more than a half dollar for a work so vital and so immediately urgent.

One local informed the writer by letter that its members were withholding support of the Commission until they have had the opportunity to judge its worth by its accomplishments. Since our appeal for support is wholly voluntary, such a decision is, of course, not subject to adverse criticism. The position seems at first thought to be very reasonable. However, were we all to assume that attitude, the Commission could never meet, could never function, and could never accomplish anything. The problems of the future of American education are too pressing and urgent to permit us to fail to participate in their solution. We can scarcely withhold employment of diagnosticians and administration of sulfamides lest they might not effect a complete cure. Faith, in all human endeavor, is essential and the eminence of Chairman Reeves and the distinguished personnel of the Commission justifies our faith in the contribution it can and must make in giving direction to the evolution of American education in this period of extreme stress.

The Executive Committee of the Council met in Washington on October 14 and recommended that the Commission at its meeting on October 24-25 immediately survey the entire field of federal aid to education and by early December, in the light of the expressed policy of the AFT and the AFL, prepare a federal aid bill in conformity therewith, for early introduction in Congress.

Herein lies proof that the work of the Commission cannot be delayed. May we appeal to all friends of American education in sympathy with the objectives of the Commission to act with like promptness in making possible the continuing work of the Commission.

JOSEPH F. LANDIS

### Former AFT Secretary-Treasurer Is First to Contribute

The first contribution to support the work of the Commission on Educational Reconstruction came from Mrs. Florence Curtis Hanson, who for nine years was the secretary-treasurer of the AFT. Mrs. Hanson is now living in Olean, N. Y.



## Secretary-Treasurer's Page

### Should Teachers Be "Spanked"?

Persistent reports of undemocratic procedure in school administration in many school districts indicate that democratization of the public schools is one of the most crucial problems in building the education program for the postwar world. In all fairness it should be stated that among the school administrators of the United States are to be found many of the most able and democratic educators in the world. On the other hand, entirely too many administrative and supervisory positions are filled by political appointees who are compelled to camouflage their professional weakness by sheer bluff, and to rule by fear. Only those who have traveled widely among the schools of the nation and conferred with hundreds of leaders among the classroom teachers can fully appreciate the fact that many of our school systems are among the most undemocratic and illiberal institutions in American society.

One of the most clear-cut examples of undemocratic and unethical procedures on the part of superintendents and principals is that of bringing pressure, either directly or indirectly, upon teachers to compel them to join non-union organizations. Strangely enough, organizations which claim to be *professional* resort to the highly unprofessional and undemocratic practice of having administrators and supervisors attempt to dictate the organizations to which classroom teachers may belong. This type of dictatorial regimentation of employees, which has been fairly well eliminated in industry by federal and state laws, still remains a common practice in the public schools.

In a midwestern city where a strong AFT local was organized recently, teachers reported that a high school principal actually calls teachers into his office individually and attempts to persuade them to join local, state, and national teachers' organizations. If the teacher persistently refuses to join, this principal tactfully suggests that the teacher's dues will be paid from the school charity fund if she cannot pay them. The

teachers thus are shamed into joining and the principal boasts of a 100% membership year after year. In a number of school districts classroom teachers have reported that it is common practice to pay from the school fund the dues of any teacher who refuses to join—in order to preserve the sanctity of the 100% record.

In one typical school system in Ohio, which had been 100% in non-union organizations for many years, a classroom teacher who intended to resign from his position decided to refuse to join and to see what would happen. After all other teachers had joined under pressure this teacher refused stating that he felt the organizations were not accomplishing anything. The high school principal first called on him and used a considerable amount of school time in trying to persuade the teacher to join. When the teacher continued to refuse the superintendent of schools called on the teacher and brought additional pressure. Finally the superintendent paid the dues himself in order to preserve the precious 100% record. Leaders among the classroom teachers stated that their 100% teachers' association was essentially a "company union" controlled by the administration and that it had accomplished practically nothing for the teachers.

The program of postwar education recently published in the state of Ohio and widely publicized throughout the nation is an excellent example of the lack of democracy in school administration. The project is entitled "A Program for Public School Education in Ohio—developed at the Miami Workshop." Although the Ohio Education Association, which is made up largely of the 40,000 classroom teachers of Ohio, is listed as one of the sponsors of the project, there is not a single classroom teacher on the list of more than fifty educators who developed the report. It is a strange irony that a program "to stimulate and help young people to understand what the democratic way of life in America means, to believe in it with warmth and devotion, and to act democratically in their relationships with others" should, in itself, be developed on an undemocratic basis. Thus the teachers of Ohio under the program of taxation without representation have had no voice in building the educational program which they themselves will have to carry out.

The 1943 convention of the American Federation of Labor at Boston, Massachusetts, declared: "In order that American education may render

its greatest possible service to our nation and to the postwar world, we urge that every school room in America be made a living laboratory of democracy. Hundreds of American school systems are operated as almost exact counterparts of the Fascist states of Europe." A prominent official of a non-union organization upon reading this statement declared emphatically "It just isn't true!" Reminded that many school systems are controlled by fear, that rules and regulations are handed down arbitrarily from the top and that teachers are often dismissed for political reasons, the official replied: "Yes, but you cannot find a single school system in the nation where teachers are physically tortured by their superior officers as the people of the totalitarian countries are." In other words, this officer of a non-union organization, which supposedly represents the professional interests of classroom teachers, would define a democratic school system as one in which the teachers are not subjected to corporal punishment by their superior officers. As one teacher remarked: "Thus a democratic school system is one in which the teachers are not 'spanked'."

Some one has defined democracy as "a form of government in which the extension of the area of common agreement is the sole standard of progress." It is probable that both union and non-union teachers are in common agreement that teachers in a democratic school system should not be spanked literally and physically. Beyond this point the area of common agreement seems to be very hazy since, figuratively speaking, thousands of teachers organized in non-union associations are taking a severe professional

"spanking." True democracy in education and education for democracy cannot exist until kindly, helpful, constructive supervision replaces political domination; until teachers are freed from administrative pressure to join organizations not of their own choosing; and until classroom teachers have some part in formulating the school program upon which their classroom teaching is based.

While this article was being written a letter was received from a new AFT local in a large midwestern city stating that a bulletin issued recently by a high school principal contained the following instructions: "As you deposit or cash your check this week-end, keep a little out to meet your professional budget which is due Monday." This statement is followed by a list of organizations which teachers are to join, a statement of the amount to be paid, and a reminder that the school system has been one hundred per cent in certain non-union organizations for many years. In American industry a statement of this kind from an employer would constitute a serious violation of the Wagner Labor Relations Act and would be subject to prosecution under the law.

Recently the Mobile (Alabama) Labor Journal in a blistering editorial entitled "Are The Teachers Free?" protested enforced membership in non-union teachers' organizations in the following words: "If teachers in our public schools are held in such bondage how in God's name can they, with any degree of sincerity, teach their students about the glories that free men enjoy under a democratic form of government?"

IRVIN R. KUENZLI.

## Pharmacists Needed!

**T**HE INTEREST and active cooperation of educators and educational groups throughout the country are being enlisted to help solve a problem which directly concerns the health and well-being of every man, woman and child in the nation—the shortage of practicing pharmacists.

The registered pharmacist, consultant-partner of the local doctor, always has served the health needs of the American community. His pharmacy has long been a traditional center for public health protection. The pharmacist's knowledge and skill make it possible for the doctor to perform his mission, but, aside from that, each and every one of the health-protection professions

must rely upon an adequate supply of pure pharmaceuticals, drugs, and supplies which are controlled and checked for purity and quality through manufacturing and packaging processes by registered pharmacists. And, already, manufacturers of these necessities are feeling the shortage of pharmacists as are also our hospitals, research laboratories, and local pharmacies.

The decline in the country's available number of practicing pharmacists has taken place largely within the past four years. In 1940, for instance, there were 82,000 pharmacists of whom 72,000 were in retail pharmacies; 5,000 in pharmaceutical and drug manufacture; 3,000 in hospital

**By FRANK A. FOSTER**

pharmacies; 1,000 in the allied professions of teaching, pharmaceutical publishing research, and so on, while 1,000 others were in state and federal services. By the end of 1944, the armed services will have taken 14,000 pharmacists of which less than 10,000 can be expected to return to pharmacy after the war.

Perhaps the most significant factor to the educational fraternity is the downward trend in *replacements*. Pharmacy student enrollments have dropped from a normal of 8,800 to 7,000 in the fall of 1942; to 4,300 in the spring of 1943; to 3,600 in the fall of 1943, and to 2,700 in the spring of 1944, while between 200 and 300 can be expected to graduate in 1945, and in succeeding years until the war's end. A careful survey of this situation indicates that the shortage of pharmacists can be conservatively estimated at 6,500 by January 1946. But this estimate is made assuming the return to pharmacy of 10,000 of the 14,000 pharmacists now in the armed services. At present it cannot be accurately forecast how much greater this shortage may be because of the number that will be required by an expanded U. S. Army, worldwide U. S. Navy, or for important work in rehabilitation centers for the wounded. There is, also, the possibility that our educational institutions may discontinue their pharmaceutical schools for lack of students.

What are the reasons for this shortage, and what can the educator do about it?

Generally speaking, not enough of our young people have been acquainted with the true status of the practicing pharmacist as a professional man. The splendid opportunities in this profession, and the bright future it offers, have not been fully presented to our high school students, nor have the advantages that wait in it for an independent, prosperous career of service.

Pharmacy offers the student an opportunity to perform a vital service to his country; it will provide the serious and ambitious youth—male or female—many advantages in the postwar era. Instead of competing for available non-professional jobs, the student can enter a field which, for some years to come, will not be overcrowded.

Of course, the student entering pharmacy now will be inducted into the armed services along with others when his time comes. But upon induction he is likely to get advancement and stripes more quickly than most of those taken in with him. Then, too, upon release from the service, he may resume the study of pharmacy where

he left off, with the financial help offered under the GI Bill of Rights.

Pharmacy is an exacting art.

It is an important companion of medicine, nursing, dentistry. Today, in almost all states, the pharmacist must hold a bachelor of science degree from an accredited college of pharmacy (of which there are 65) and serve one year of internship before he is permitted to take the state examinations leading to his license to practice.

Here the educators of the country, under whose charge is placed not only the proper education and training of our youth, but also their guidance into vocations and professions for which they are individually best suited, have a chance to help. The profession of pharmacy has never been, is not now, and never will be static. Year by year, progress in medical science, in sanitation, in chemistry steadily broadens the service performed by the pharmacist, and increases the opportunities for the student. This tends to raise the ethical and professional standing of the pharmacist even higher.

(Incidentally, The National Pharmacy Committee, 620 Fifth Ave., New York 20, N. Y., is co-operating with teachers and schools in supplying helpful information on this subject, and many young people have found it worth while to write for the free booklet, "Your Future In Pharmacy," which is sent upon request.)

Any high school youth preparing to enter the pharmacy profession is going into one of the vital key positions of public health service—one in which he can conduct his own business as an independent pharmacy owner, hold a responsible position in a hospital, engage in research in a large pharmaceutical firm, enter pharmaceutical journalism, or become a teacher.

The profession of pharmacy offers tempting money returns according to special ability and the serious endeavor of the individual. For pharmacy owners, incomes range from \$3,000 up to \$50,000 a year.

The importance of guiding more qualified high school students into this profession is enhanced by the fact that so many of the nation's health protection professions rely upon the pharmacist's knowledge and skill to perform their missions. Educators, and especially those specializing in vocational guidance, will find cooperation not only highly favorable to the interests of the qualified student, but also to the maintenance of the health standards of the nation.



# DO WE NEED UNIVERSAL MILITARY TRAINING?

## America's Urgent Need— Universal Military Training

By MILT D. CAMPBELL

Director National Defense Division, The American Legion

THE HISTORY of the past 30 years resolves itself into a grim warning to the United States of America. The warning is clear to The American Legion, which peers through the realistic eyes of experience.

In the next war the defeat of this country will be the first consideration in the calculation of any aggressor. A possible next Hitler will know that in two world wars the stumbling block to world conquest has been America. He will plan, therefore, to knock this country out first. All his plans will necessarily start with an attempt to surprise us and beat us before we can get ready.

World War II has been a ghastly laboratory for military science. Amazing progress has been made in the art of destruction. It is enough to give our next possible enemy a basis for the belief that he might engineer a lightning stroke to win before we could start to fight.

The robot bomb, the rocket plane, electronics, and new amphibious operations have revolutionized warfare. It is no longer fantastic to envision the next war's swooping down on us in a hurricane of death-dealing, giant monsters of the sky, automatically and accurately loosed on our principal cities without warning from thousands of miles away.

In fact Rear Admiral J. R. Redman, director of naval communications, recently said:

"In future wars all natural barriers such as oceans, will be eliminated. We may be expected

to be attacked from any direction and certainly by air without warning."

America then will have no time to mobilize to train or to mobilize to produce. It will have to mobilize to fight. It will really be total war. There will be no non-combatants.

With warfare thus revolutionized, America must revolutionize her entire policy of national defense. We must accept the grim fact that the age of electronics with its miracles is here and adjust our thinking to its vast potentialities.

After this war we must be in a state of constant preparedness or court sudden, swift national disaster. Weapons are complex machines today. They require experts to use them. It takes time to train men to use them. When the firing starts it will be too late to start that training.

Americans all must recognize the inescapable fact that we have reverted back to the early days of our founding fathers in respect to national security. In our colonial days and during the nation's westward expansion, the first settlers had a margin of safety only as far as the clearing in the forest extended. Where the woods and the brush began, there lurked sudden menace in the form of marauding Indians. Gradually as the pioneers pushed the frontiers farther and farther, the margin of community safety increased. When the frontiers reached both oceans, those vast seas became vast margins of safety.

*(Continued on page 20)*

## Two Widely Different Views on As Directed by Vote of the ga



# R MILITARY TRAINING?

## The Case Against Conscription

By IRVINE KERRISON

Local 231, Detroit

Social Studies Department, Northeastern High School

**T**HE OPINION that peacetime conscription has mass support is very much open to question. True, interests favoring such regimentation are drumming the idea. Even cabinet ministers and large newspapers openly are endorsing conscription. Certain of our leaders have tried to make it look like social service, forgetting, apparently, that effective military training cannot be mixed up with national service such as that once afforded through the C.C.C. program.

But carefully nurtured minority opinion often can be made to look like majority opinion—especially when there is limitless wealth to back it up. Only a people's referendum would give a true picture of the nation's sentiment. And such a referendum might be considered, for the acceptance or rejection of militarism is of immeasurable importance to our future.

The acceptance of militarism in this country will help to ensure loss of the peace—and we can win the war and lose the peace. Educators' support of peacetime conscription, in the future, might well be looked upon as an indication that they helped to do just that. Educators' failure to condemn peacetime conscription, which amounts to implied support of it, easily might prove to be equally detrimental.

The reasons are obvious.

Peacetime military training would be uneconomical. It necessarily would decrease disproportionately public funds available for educational

expenses and other social services. France tried "cheap" conscript armies, legions that did without planes, tanks, and other expensive competitive armaments, before 1940. France fell in six weeks.

Peacetime military training would be authoritarian. It would regiment young minds at just the time those minds should be engaged with intelligent analysis and constructive criticism of our way of living. Military discipline would not harmonize with free thought and the free exchange of ideas.

Peacetime military training would be defeatist. It would create a mind-set which looked toward war as the inevitable means of settling disputes. Moreover, it would glorify the nasty business of war through its uniforms, parades, girl colonels, and military balls.

Peacetime military training would be anti-labor. It would be a direct blow at the right to strike. Young workers, after their military training, would be placed in the Reserve. In order to break a strike it would be within the government's power to order strikers into the Reserve and then send them back to their jobs in uniform. This did happen in France. A precedent has been set in America. In June, 1941, American soldiers did break the North American Aircraft strike in California.

Peacetime military training would increase, not decrease, world unrest. Every nation would claim that its own militarism and conscription

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e gates of the AFT Convention

were for defense of its own boundaries and "legitimate interests." No nation would believe that of its neighbors.

Peacetime military training would make mockery of United Nations plans to preserve peace. Recently, the "Big Four" made public a "grand design" for disarming completely Germany and Japan—Italy they recognize as bankrupt. This, they say, will prevent future aggression. Why then the furor and fervor over peacetime military training? Will not the four "angel" nations—the United States, Britain, Russia, and China—have complete control? Or is it also part of the "grand design" to divide the world into spheres of interest so that the "Big Four" can embark on a program of bigger and better imperialism? If the latter is the case, the need for large military establishments must be admitted.

While we must surely admit that the foregoing statements are true statements, we must also admit that advocates of conscription advance tempting arguments for their position. Those arguments, which look so good when first seen or heard, collapse when analyzed.

They say that conscription will improve the health of our youth. While the fact that 40% of the young men examined during the first year of our present draft system were rejected on medical grounds indicates that something must be done, the assertion that one year's dosage of military training given to a selective proportion of the population at age 18 is that something is scientifically absurd. Figures showing that only 10% of college students had ever had a course in hygiene in either high school or college, that not over 6% of American youth have routine physical examinations weekly, and that only 30% of American youth disabled by serious diseases get hospital care demonstrate that only an improved standard of living and adequate medical facilities for all will improve the health of the nation's children. Much ill health is caused by lack of proper food. If we can make it possible for all Americans *throughout their childhood* to have the kinds and the quantity of food necessary for good health and to receive adequate medical care, and if we can educate our youth to an understanding of healthful habits of living, we shall accomplish far more toward improving the health of the nation than could be accomplished in a year of military training.

They say that our youth need more discipline than they have had in recent years, and that mili-

tary training would provide this discipline. But should not the responsibility for character training rest on the home and the school? It is true that the school has not done as good a job in this respect as it should. But every teacher knows that character training—or discipline—requires more time and more attention to the individual child than is possible in most of our schools today, with their large classes and their inadequate allowance of time for the teacher to give the necessary individual attention. If we are to have enough teachers to make real discipline possible we shall need more money than is now spent for schools; but it would cost even more to provide compulsory military training. And the moral environment in a good school should be at least as favorable to the development of good character as that in a military camp. Many of our discipline problems arise among children who must live in crowded quarters, with inadequate provision for play space and for wholesome living. But compulsory military training offers no solution for the poor home conditions which so often result in delinquency.

They say that conscription will promote the democratic spirit. And they point to the democracy inherent in a situation where rich and poor get the common experience of time in the army. But would it not be more democratic if we bridged the vast gap between rich and poor by turning our energies and resources no longer to war, but to the conquest of poverty? Does our present draft system promote democracy when it extends Jim Crow to thousands more Americans, when it prevents millions from exercising normal citizenship rights (petition, legislative pressure, free speech, and, in many cases, the ballot), and when it imprisons thousands of conscientious objectors?

They say that conscription will bring security to the country. But did it bring security to France in 1940? The history of nineteenth century wars is ample illustration that competitive armament brings fear, hostility, and aggression, not security. Modern conscript armies were first used by Napoleon against Europe, then by Prussia against France, finally by all Europe against Prussia. In this century the introduction of R.O.T.C. in American colleges was the excuse used for the passage of the Japanese Students' Preliminary Training Act of 1926, and rising Japanese militarism forced American re-armament. As one writer has put it, "The security of

conscription and competitive armament is the security of the powder-keg—no matter whose is larger, both can blow up on the same match."

They say that conscription will bring more employment. Thousands of workers, while serving initial and refresher periods in the army or navy, will be off the employment market. Hundreds of thousands of workers will be engaged in the production of the vast quantity of equipment needed to maintain the military establishment. Aside from the fact that militarism is the poorest possible method for cutting down unemployment (it is what Hitler used), in terms of both conscripts in service at a given time and total armaments production, it would be wholly inadequate as a means of finding jobs for the ten million or more unemployed we shall have when we drop our wartime economy, and if we go back to 1939, as acceptance of the Baruch-Hancock report by both major presidential candidates and their parties would indicate.

No, union teachers cannot afford to support militarism. We, as one strong arm of the labor movement, must realize that the solution to the war problem is contained in the building of a society where every worker is paid what he earns, so that he can buy back what he produces. If, instead, during this "people's war" to "preserve freedom," we blithely proceed to help sow the seeds for World War III by supporting conscription and other handmaidens of imperialism, we shall not be keeping faith with the millions of common people everywhere who depend upon us for the dissemination of truth and knowledge. If we teachers accept peacetime military training we are admitting that we see no better future for mankind. We are saying, in effect, "We have no faith that this war will settle anything."

Honest thought on the question will demonstrate to teachers that peace and justice will not be enforced in the post-war world by strong-arm methods. They can see that societies exist and are orderly because the cooperative forces in human nature are stronger than the divisive forces. They know that military machines that are supposed to be a police-like threat to aggressors do not function as such. Military forces are not real police forces; they are trained for destruction, not for restraint. Teachers understand that interference in the affairs of other nations with armed forces inevitably will create the makings of a war of revenge.

Organized teachers unqualifiedly should come

out against conscription. They should state two beliefs. One, means determine ends. Building for war will bring war, not peace. Two, good treatment begets good treatment. The people's problems are pretty much the same the world over. If we treat other peoples well, in the long run, they will reciprocate.

Rather than follow the negative approach implied by conscription, we should take a positive and constructive approach. We union teachers should put our energies to the creation of an international organization that will (1) provide a real international police force to preserve peace among the nations, (2) provide for control of raw materials, (3) plan for industrial production and markets, (4) discuss and plan for tariff controls and migration, (5) fix world monetary policy.

A good many of our members think that the failure of the recent AFT convention to take a definite stand on the postwar military training issue was a grave error. And those same members feel that the convention's failure to condemn conscription bills such as the Gurney-Wadsworth Bill (H.R. 1806) and the May Bill (H.R. 3947) was a mistake of even greater magnitude.

These two bills, now up for action, if passed, will straitjacket our youth. H.R. 1806 provides for the induction into the army or navy for training for one year of every male citizen and resident alien when he reaches the age of 18 years, and for additional service in the reserve for a period of four years. H.R. 3947 provides for induction at age 17 or immediately upon high school graduation—whichever occurs first—and for "refresher" training as often and for as long as the discretion of the administration might dictate.

Union members can get an inkling of the kinds of groups behind these bills by examining the voting records of the sponsors.



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#### VOTES AGAINST:

Wage-Hour Bill (Wadsworth)  
Work Relief Appropriations (Wadsworth and May)  
Old Age Provisions of Social Security Act (Wadsworth)  
Food Stamps (Wadsworth and May)  
Anti-Poll Tax Bill (Wadsworth and May)  
Anti-Lynching Bill (Wadsworth)  
Soldiers' Vote Bill (Wadsworth, Gurney, May)  
Food Subsidies (Gurney)

#### VOTES FOR:

Bill to Keep Labor Out of Politics (Wadsworth and May)  
Hobbs Bill (Wadsworth and May)  
Smith Anti-Labor Spy Bill (Wadsworth and May)

Smith-Connally Anti-Strike Bill (Wadsworth and Gurney)

Extension of Dies Committee (Wadsworth and May)

Bill to Require Co-operative and Union Income Reports (Gurney)

There is nothing in this record to indicate that these men are friends of labor. There is plenty to indicate that they are enemies of labor, and thus, enemies of the common people. These men and the groups behind the attempt to jam through conscription legislation while workers are engrossed in the effort to get the war over with as soon as possible must be defeated. Our union can do its share to stop them by passing resolutions against their proposed bills, and by publicizing the case against conscription.

## America's Urgent Need— Universal Military Training

*(Continued from page 17)*

The seas were dependable margins of safety in their days. It took months for ships to cross them. But that was before the flying machines and electronics. Today these same seas can be crossed in a few hours. Their safety factors have disappeared. Today our safety margin, like it or not, is only as far as the nearest cloud!

The early American settlers were forced by their narrow margin of safety to depend for protection upon their own preparedness and ability to fight. That is why the pilgrim fathers carried muskets on their shoulders to church on Sunday.

That preparedness and ability to fight did not make our forefathers militaristic. It was during the cradle days of our republic that the tenets of our great democracy were written. There is no reason why we cannot be prepared to cope with our new and narrower margin of safety today and not lose our democratic concepts because of that preparedness. We are and always will be inherently a peace-loving people. We have never been a war-like people. We have never glorified the warrior as have the Teutons and the Nipponese. But we must for once be realistic and accept the sad truth that as the result of modern inventions which have vanquished time and space, the day has arrived when a democracy must possess as part of itself a strong military

force in order to maintain its free way of life. That is a condition which technocracy has brought about. There is no escaping the impact of that frightening truth.

So as a nation we are faced today with a momentous decision. We must decide either to maintain a colossal, professional armed force at a stupendous cost, or find a practical substitute for it. There is only one practical and sound alternative. It is one in keeping with our democratic institutions. George Washington himself said so.

The American Legion says it is required peacetime military training for our youth.

That is the only way in which America can maintain a reasonable preparedness against attack in case history repeats itself and another Hitler rises. History has a habit of repeating.

Required peacetime military training for our youth would give our nation a continuing reservoir of trained manpower for defense. Our defense if we are ever attacked again will depend for its success on our willingness and courage to fight. It will depend on our preparedness. The onset will be sudden and perhaps unexpected. The defense must be just as quick. Time will be the most precious and critical element in that attack and defense. Through required military training we will be saving up that essential and vital time.



Required peacetime military training will give our youth improved health, develop its latent qualities of leadership, build individual self-reliance, teach the value of teamwork, and bring it the value of discipline.

When every young American who reaches the age to enjoy the right to vote, to contract, to inherit property, to own property, to engage in business, to be entitled to the protection of his person through law, to free speech, to freedom of religion, to choice of occupation, to unemployment insurance, to social security, to workmen's compensation, and to the many other benefits and privileges conferred by American citizenship, has earned those rights and privileges by training to defend them, he will have a greater appreciation of their worth.

To possess a trained reservoir of manpower is a peace-loving nation's best insurance against war. In 1914 when the Kaiser launched his drive to conquer the world, he sneered at America as a nation of soft shopkeepers intent only upon the pursuit of the almighty dollar.

General John J. Pershing recently said:

"Let me state that if we had adopted compulsory military training in 1914 it would not have been necessary for us to send partly trained boys into battle against the veteran troops of our adversary, and certainly we could have ended the conflict much sooner, with the saving of thousands of lives and billions in treasure.

"Coming down to the present war in Europe, it is perfectly evident that if universal military training had been the practice in Great Britain the results would have been vastly different. In modern war the advantage is decidedly on the side that is ready."

The presence in the United States of a great pool of fit young men trained to fight probably would have weighed heavily in the decisions of Germany to provoke world wars in 1914 and 1939. The Kaiser held us in contempt in 1914 because of our military unpreparedness. Hitler thought in 1939 he could pulverize all Europe with his mechanized military might before we could get ready to stop him. We stopped Germany twice. Each time the cost has been tragically greater. We cannot afford another world war and survive without an economic catastrophe. It will take us generations to pay off the cost of the last two wars.

Universal military training is in keeping with our democratic ideals. We have it on the author-

ity of George Washington himself. John Marshall in 1783 asked Washington to outline the sort of peacetime military establishment we should maintain.

The Father of our Country said:

"It may be laid as a primary position and the basis of our system, that every citizen who enjoys the protection of a free government owes not only a portion of his property but even of his personal services to the defense of it."

There are those who oppose universal military training in America on the grounds that many of our forefathers emigrated from the old countries to escape compulsory military service. We should not now transplant this evil to the new world.

Our forefathers came to America to seek freedom above all other considerations. When they reached American shores they put between them and old world tyranny the great barrier of the Atlantic Ocean. But that barrier has been eliminated by modern invention. Are the descendants of those rugged freedom-loving immigrants to hold their freedom so cheaply that they are unwilling even to prepare to defend it? Those who raise this sentimental argument do not square their thinking with a realistic appraisal of present conditions.

We are face to face with grim, tragic facts. Every American prays that our country in conjunction with other peace-loving nations will succeed in setting up international machinery that will work in safeguarding the peace that will follow this war. The American Legion at its 26th national convention in Chicago again has reaffirmed its stand for American participation in the establishment and maintenance of an association of free and sovereign nations, implemented with whatever force may be necessary to maintain world peace and prevent a recurrence of war. It further stated, "It must be obvious now to all the world that no peace can be lasting and secure for nations that are not fully prepared to maintain peace."

Adoption by America now of a universal peacetime military training policy will strengthen this country's role in any association of peace-loving nations for the preservation of peace. It will be the best proof that America will have the strength to back such accord with force. It will also be a cushion of safety to fall back upon if that association of nations for the preservation of peace fails in its objectives as it has failed in

the past.

The American Legion has advocated adoption of universal peacetime military training since its organization in 1919. Its recent Chicago convention stressed the enactment of this principle into law as the nation's most pressing domestic issue.

It asked that the public support and Congress enact a law requiring every qualified male American between the ages of 18 and 22 to receive the advantage of 12 months of required military training, integrated with his academic education, and at an age least apt to disrupt his normal educational and business life; and that for a reasonable period after his training he serve in a component reserve.

In serving as spearhead for this movement for immediate enactment of this legislation, The American Legion is grinding no axes for the War Department, or the Navy Department, or the National Guard, or any other agency or organization. It has in mind only the best interest and welfare of America. It is motivated only by the realism of its appraisal of national defense needs—an appraisal that is not colored by maudlin sentiment or rosy dreams but based on grim facts.

The American Legion believes that for uni-

versal military training to be successful, the proposal must have the wholehearted support of the leaders of education. Integration of this training with academic education means far more than mere coordination of the program with class periods and college semesters. It means that education must accept military training as part of a complete academic preparation for a useful life of every American in the future. It means that upon the teachers of America must fall the responsibility of so shaping the thinking of the young men of our nation, from the grade schools up, that they will realize, recognize and appreciate that the highest obligation of American citizenship is the bearing of arms in the nation's defense; that they will look forward to their year of military training as a year of high adventure, when they may travel, see the country, learn how to obey as well as how to command. They must look forward to this training as their final polishing for the high estate of citizenship—as the Indian papoose looked forward to becoming a warrior and assuming his rightful place in the councils of his tribe.

It is not for The American Legion to map the details of the actual training program. That is for the armed forces, their civilian components, and the leaders of education to agree upon.

The American Legion is interested in coordinating the ideas and support of all organizations in this very necessary step of enacting such legislation immediately. The law must be enacted now while the need for it is so obvious to every thinking American.

It is difficult for one generation to learn by the experience of the previous generation. Each generation insists on thinking its problems new and different. It cannot seem to believe that history repeats itself. We of The American Legion know that when this war is over there will be a great wave of relief from the strain of it. Germany and Japan will be disarmed. There will be a great body of lazy, inert public opinion which will say, as it did in 1919, "We have finished with war and have made a peace designed to end all wars. Why then should we have universal military training?"

The answer is simply this:

"That is exactly what Americans said after the last war, and look where we are today!"

Let's be realistic this time. Let's prepare for the worst. That's the best way of preventing World War III.

**ARE the YOUTH of TODAY  
RECEIVING ADEQUATE  
MORAL?  
TRAINING?**



**PERSONALITY AND  
CHARACTER BUILDING**

Two noted Hoosier Educators present a very able discussion on this timely subject.

**Robert Stewart McElhinney, A.M.  
Henry Lester Smith, A.M.**

*Co-authors, both of Indiana University*

There is a new interest in and demand for character education. Our nation depends upon the teachers of our high schools and colleges for much of the moral and spiritual development of our youth. This new book while inspirational, is also designed for use as a textbook. It will help you to discover and develop great personalities. America is asking for such leadership. 354 pages, clothbound \$2.00 postpaid.

**LIGHT AND LIFE PRESS**  
Dept AM Winona Lake, Indiana

## NEW BOOKS

### Loyalty of Japanese-Americans Held To Be Fully Demonstrated

WHAT ABOUT OUR JAPANESE-AMERICANS?, by Carey McWilliams. A pamphlet of the *Public Affairs Committee*, 30 Rockefeller Plaza, N. Y. 1944. 10c.

Contrary to a widely-held belief, there has not been one proved case of sabotage or espionage by a Japanese-American, either in this country or in Hawaii, since the beginning of the war, Carey McWilliams, former Commissioner of Immigration of the State of California, points out in a 32-page pamphlet study, *What About Our Japanese-Americans?*, published by the Public Affairs Committee, Inc., and The American Council, Institute of Pacific Relations, both of New York City.

In th's new Public Affairs Pamphlet, Mr. McWilliams, author of *Factories in the Field and Brothers Under the Skin*, presents a summary of the results of two years of intimate study of the issues raised by the evacuation, relocation, and segregation of Japanese-Americans. The pamphlet is illustrated by Taro Yashima, noted anti-fascist artist.

The complete findings of Mr. McWilliams' two-year study has just been issued in book form by the Institute of Pacific Relations under the title *Prejudice—Japanese-Americans: Symbol of Racial Prejudice*.

The Japanese-Americans who are now being resettled and given employment in various parts of the country are men and women who have proved their loyalty beyond any question, Mr. McWilliams reveals.

Americans of Japanese ancestry have been "screened" more than once to test their loyalty:

First, the FBI kept a close check on "dangerous individuals" for at least several years prior to Pearl Harbor, and such persons were promptly arrested on December 7, both in Hawaii and on the mainland, and placed in special detention camps.

Second, after the evacuation of some 110,000 persons of Japanese descent to relocation centers, the War Relocation Authority sifted out the so-called "disloyal" elements and segregated them at Tule Lake. Actually, according to Mr. McWilliams, only a small proportion of this group may be regarded as disloyal.

The record of the more than 19,000 Japanese-Americans who have left the relocation centers for normal homes and jobs has fully demonstrated their loyalty. The pamphlet concludes that "if the relocation program is ended at an early date, with most of the evacuees relocated outside the centers, the program itself will show constructive results despite the hardships, expense, and needless suffering which it has involved."

As further confirmation of the loyalty of the Japanese-Americans in relocation centers and of the potentialities of the relocation program for democracy, Mr. McWilliams points to facts such as the following:

There are now more than 8,000 Japanese-Americans in the Army. Some of them, like Sergeants Kazuo Komoto and Fred Nishitsujii, have been cited for gallantry. Sergeant Ben Kuroki has taken part in over

twenty-five combat flights over Europe and wears the Air Medal with four Oak Leaf Clusters.

The evacuees inside the centers have purchased war bonds, conducted drives for the Red Cross, organized volunteers-for-victory committees, made radio transcriptions for the OWI, and, within the limitations of detention, have done all in their power to further the war effort.

Young Nisei—American-born citizens of Japanese-immigrant parentage—are "moving out into the main stream of American life . . . and, in many fields, are demonstrating an alert awareness of the kind of world in which they live."

It is a healthy sign for America, Mr. McWilliams concludes, "that the Japanese problem, which has echoed on the west coast for nearly fifty years, has now ceased to be a local and has become a national problem . . . definitely related to the problem of the other racial minorities. This is important since it is evident that we shall never solve any of these problems until we have solved all of them."

*What About Our Japanese-Americans?* by Carey McWilliams is the ninety-first in the series of popular, factual, ten-cent pamphlets on current economic and social problems published by the Public Affairs Committee, Inc., nonprofit, educational organization, at 30 Rockefeller Plaza, New York 20, N. Y.

### The Future of the Humanities

THE HUMANITIES AFTER THE WAR, with an introduction by Norman Foerster. *Princeton University Press*. 1944. \$1.50.

In this collection of seven essays, all but one written since 1942, an attempt has been made to grapple with one important phase of education in the postwar world, viz., the function of the humanities.

Five of the authors are university professors with a serious concern for the humanities, because they are engaged in teaching them and, therefore, understand their worth. They are not complacent, however, about the problem of making the great need of civilization for the contribution of the humanities plain to those who direct and evaluate education. They recognize, as Foerster says in his preface, that even in the minds of educators, the humanities are assigned to "a place decorative or trivial," and that even "the departments of the humanities in higher education are ill-prepared for the high task before them" and must first "lay the critical foundations" which will enable them to fulfill their necessary function, a defense of the values of civilization so compelling that it can indeed supply what Gordon Keith Chalmers calls a true "moral equivalent of war . . . capable of leading men to certainties comparable to those with which the fighting man begins."

They appreciate that the layman, for the most part unschooled in the humanities, and recognizing the compelling contribution of science to the winning of the war and to the increasing material comforts and health of the present century, will clamor loudly for increased technical and scientific education, unable to recognize the need for the more intangible values of the humanities. It is because they see and express these values clearly,



each from his own point of view, that through this little book of less than 100 pages, the authors succeed in re-emphasizing the values for us.

The essay by Wendell Willkie contains such trenchant statements as "I am not preaching any gospel of high-browism. The relationship between a liberal education and freedom is good sound American doctrine." Later he says: "The study and practice of sound economics is indispensable to a successful solution of the peace. And yet even sound economics cannot define the aim of the peace, nor the aim of the war. To discover the aim we must go deeper. We must establish beyond any doubt the equality of men. And we shall find this equality . . . in the great franchise of the mind, the universal franchise which is bounded neither by color, nor by creed, nor by social status. Open the books if you wish to be free."

Probably the most compelling essay in the book is *The Burden of Humanism* by Abraham Flexner, written in 1928. Although this essay came long before the present educational controversy concerning the humanities, it states with the cogency of the true scientist the deliberate limitation of the range of science to the realm of factual data, its impartiality toward the good or ill of its ultimate ends, and calls upon humanism for a rational system of values, for standards, ideals, perspec-

tive and interpretation, which will "make the applications of science answerable to the humanistic spirit, and thus determine the direction of human development."

All of the essays sound a note of warning against minimizing man's power to train his reason and control his will. As Norman Foerster puts it, "External rearrangements must finally depend on a change in men's minds and wills. Systems may be good or bad; but even bad systems work fairly well when the men living with them are good, and the best systems work badly when men are bad."

Chalmers sounds a timely note of warning against the social scientist's too great reliance on a knowledge of social processes which is primarily "technical and not critical." He believes a knowledge of human nature accompanied by imagination, warmth and courage is more important, and he thinks it is to be achieved through an intelligent study of literature. He is ably supported by William Macneile Dixon writing on *Civilization and the Arts*.

Every forward-looking educator, however well aware he may be of today's controversies and the problems of tomorrow, can with profit share the thoughtful consideration given in this little book to "The Humanities after the War."

DOROTHY WEIL, Local 1.

## Source Materials for Counselors in War Time\*

Guidance on the secondary school level has undergone a complete change since Pearl Harbor. Many of the old techniques have been altered or supplanted by new ones. The directional tendencies of guidance are different. The point of view is new. The whole tenor of guidance today is an emphasis on the war effort.

It is no wonder then that the directors of guidance in high schools are bewildered. Much of their old, tediously accumulated source material on guidance has become out of date. Things are changing every day. The whole guidance program, geared as it is to the war effort, is in a dynamic state of flux. There is little stability.

To meet this situation, to continue to be of service to the school and the community, the counselor must keep his finger on the very pulse of change. He must keep up with the best sources of current information on guidance. He himself does not have the time to make up a list of such sources himself. It has to be done for him.

Realizing the urgent need for a report on the basic source materials for the counselor in war time, the author, with the assistance of several co-workers, undertook a comprehensive survey of the available literature on guidance today. A good deal of this literature had to be discarded as being either too local in character or too broad in its implications to be of much help to the representative counselor.

Of the material that piled up, twenty-four sources were finally chosen from among some three hundred as meeting best the needs for up-to-date information on guidance. These sources, together with a few explanatory remarks, are listed below. It is hoped that they will

lighten the burden of the counselor who has to keep up with the ever changing demands of a totalitarian war. The sources follow:

(1) American Council on Education, 744 Jackson Place, Washington, D.C. An annotated bibliography of the most recent information on opportunities in the armed forces and in civilian life. This list costs 25 cents. This same organization also publishes a list of films on the war and American policy. It also distributes these films.

(2) *Education for Victory*. A bi-monthly publication of the U.S. Office of Education reporting educational activities on the federal level and school practices. Superintendent of Documents, Government Printing Office, Washington, D.C. Price \$1.00 a year for 24 issues.

(3) Educational Policies Commission, 1201 Sixteenth St. N.W., Washington, D.C. Inexpensive pamphlet material on such subjects as school courses that should be offered during war time is published by this committee.

(4) Guidance bibliography. Occupational Information and Guidance Service of the U.S. Office of Education, Washington, D.C. A list of books on guidance principles, practices, and techniques for war time counselors. The books included are college texts, counselors' handbooks and outlines written by guidance leaders. The bibliography is free.

(5) National Federation of Business and Professional Women's Clubs, 1819 Broadway, New York City. This federation publishes a series of 30 pamphlets on the aims of the war and education. 10 cents per copy or \$2.00 for the complete set.

(6) *Occupational Index*, National Occupational Conference, 551 Fifth Avenue, New York City. A continuous monthly bibliographical listing of occupational informa-

\*From *Western College Studies in Psychology*, No. 31.

tion in current books, pamphlets, and periodicals. It is annotated and classified.

(7) *Occupational Pamphlets*, National Occupational Conference, 551 Fifth Avenue, New York City. These pamphlets sell for 10 cents each and contain information on the various occupational fields open at the present time.

(8) *Occupations*. National Vocational Guidance Association, Inc., 525 W. 120th St., New York City. Vocational guidance magazine issued nine times a year, primarily for guidance and personnel workers. It has articles on topics of current technical and vocational interest, including the nation's defense. It lists the newest publications received by the association. It reviews new books on occupations and guidance.

(9) Public Affairs Information Service, 11 West 40th St., New York City. *Public Affairs Pamphlets*. Inexpensive pamphlets on social, economic and international affairs.

(10) Science Research Associates, 1700 Prairie Avenue, Chicago, Illinois. *Vocational Trends*. A monthly magazine devoted to information about problems of vocational and social adjustment, reports on current job outlooks, various fields of work and major trends. Published monthly September through May at 30 cents a copy and \$2.50 annual subscription.

(11) *American Job Series*—Science Research Associates—This consists of 48 to 56 page monographs. Each covers an important occupation and is designed to provide information that a young person needs in considering the work as a career. Price: 1 to 3 copies, 60 cents each; 4 to 9 copies, 55 cents each; 10 to 24 copies, 45 cents each; 25 or more, 40 cents each. The annual subscription is \$5.00.

(12) *Vocational Guide*—Science Research Associates—This is a monthly publication indexing current sources and materials on occupational subjects. The entries are all annotated. The publication does not appear during the summer months, June, July and August. The annual subscription is \$4.00.

(13) *Occupational Reprints and Abstracts*—Science Research Associates—This is a collection of the most pertinent information printed in more expensive books and magazines. The annual subscription is \$2.50.

(14) *Guidance Plans and Methods*—Science Research Associates—This is a series of publications which outline and explain the best current guidance practices, organization ideas, and techniques. The annual subscription is \$3.00.

(15) *Lesson and Discussion Aids*—Science Research Associates—These consist of practical teacher helps for using guidance materials in the classroom. The publications appear from September through May, and the annual subscription is \$1.50.

(16) State Departments of Education. These departments offer information about vocational training, various war services, vocational training courses offered within the state, and aid in securing information on a national basis from various federal and other agencies.

(17) Superintendent of Documents, Washington, D.C. From this office come guidance leaflets, 8 to 16 pages in length, each dealing with information pertinent to many occupational fields. These cost 5 cents a copy.

(18) U.S. Bureau of Labor Statistics, Chief Econo-

mist, Washington, D.C. From this bureau valuable materials dealing with employment trends of the different occupations may be obtained free or for a very small fee.

(19) U.S. Department of Labor, Washington, D.C. The monthly *Labor Review* coming from this bureau, gives wages in all occupations, reports and bulletins of the Women's Bureau, news bulletins of the Committee on Apprentice Training, job specifications, and federal employment service.

(20) U.S. Employment Service, War Manpower Commission, Washington, D.C. Information on job opportunities in both the armed forces and in a civilian capacity can be obtained from this Service.

(21) U.S. Office of Civilian Defense, Washington, D.C. This Office publishes information in fields of health, nutrition, recreation, agricultural labor and service to service men. The material is inexpensive.

(22) U.S. Office of Education, Federal Security Agency, Washington, D.C. This office provides occupational information and guidance services. Publications in this department can be obtained either directly from the service or from the Superintendent of Documents. Also put out by this office is the Vocational Education Bulletin, consisting of a general series of bulletins and a sub-series of agriculture, trade and industry, and home economics education divisions.

(23) U.S. Office of War Information, Washington, D.C. This is a source of free and inexpensive material on all phases of the war and its effect on American life.

(24) U.S. Recruiting Stations. These offices in the local community can offer much free material on various branches of the armed services, their requirements and opportunities.

PETER J. HAMPTON,  
Assistant Professor of Psychology,  
Western College.

## A Labor Lawyer's Autobiography

LABOR LAWYER, by Louis Waldman, E. P. Dutton & Co., 1944. 394 pages. \$3.50.

Louis Waldman's autobiography is a brilliant contribution to our meager labor literature dealing with the history of labor's share in furthering social legislation.

The author, a native of Yancherundnia, Ukraine, first learned of the labor movement when he found himself in the picket lines of the great New York City cloak-makers' strike of 1910. It was not long after this that he came to the conclusion that workers must organize on the political field just as effectively as on the economic. He joined the Socialist Party and became one of its ablest campaigners. Thrice he was elected to the New York Assembly. His work there as a minority leader is an interesting story of labor's fight for the rights of the common man.

The cases of Fred Beal, Southern textile leader; General Walter G. Krivitsky, former Chief of the Soviet Military Intelligence in Western Europe; and Corporal Robert Osman, of the Canal Zone, are vividly written by the chief defense attorney, author Waldman.

*Labor Lawyer* is an excellent sequel to *It Can Be Done* by James H. Maurer, late president of the Workers Education Bureau. M. V. H.

# NEWS FROM THE LOCALS



**JOHN LIGTENBERG**  
Attorney

## Chicago Teacher Sued by Parent



**MRS. FRANCESCA URBANCEK**  
Teacher Sued

Recently, Mrs. Francesca L. Urbancek, assistant principal and eighth grade teacher of the Goudy Elementary School, was haled into court by Mrs. Louise McDonald, who charged that her son, James, had been slapped during a music class in the school's assembly hall. Mrs. Urbancek, who has been marked a superior teacher for many years by her principal, is a graduate of Chicago Teachers College, holds a Ph. B., an M. A. (Social Studies) from Loyola University, and an M. S. (Education) from Northwestern University, and is the present vice-president of the Chicago Council for the Social Studies.

As soon as the teacher learned of the arrest threat, she called Ira S. Turley, president of the Chicago Teachers Union. Upon hearing the details Mr. Turley assured Mrs. Urbancek that the full strength of the Union could be depended upon to protect her interests—comforting remarks for any teacher in similar circumstances to hear. Through Mr. John Ligtenberg, the Chicago Teachers Union and AFT attorney, it was ascertained that a warrant had been issued at the parent's request. Mr. Ligtenberg advised Mrs. Urbancek to accept service of the warrant at the police station and post bond immediately. Accordingly, on Easter Sunday, after attending church services, the teacher voluntarily went to the Summerdale police station and accepted service of the warrant. She was immediately given her liberty, after posting a small bond.

The trial, held in Chicago's Court of Domestic Relations, attracted wide attention and drew to the courtroom a large number of reporters and at least eight press photographers, representing as many newspapers and news services.

In Court, the teacher was ably represented by Mr. Ligtenberg and by Mr. Sherman L. Clark, attorney for the Chicago Board of Education. The plaintiff's attorney presented three student witnesses, who claimed they had been present during the music class. None of them could agree just where on the face the complainant was struck or exactly how it was done. The accused teacher, Mrs. Urbancek, had upwards of one hundred anxious volunteers in the courtroom eager and ready to testify on her behalf, three of whom were called upon. They

were nearer the teacher, and in a more advantageous position to see what occurred, and all agreed that at no time did the teacher strike the boy. In her testimony the teacher said,

"Jamie" was making noises in the back of the assembly hall while I was conducting a four-part singing lesson. I asked him to come to the front of the room and to be seated behind a table so that he faced the other pupils. He continued to misbehave. I then turned around, faced him, clapped my hands together, sharply, once, and said, "Behave yourself, young man, or 'So Help me, I'll mooooooooo-----ww you down'" (this in imitation of Charlie McCarthy). The children laughed, "Jamie" laughed, I laughed, and we were back at work again as though nothing had happened.

The attorneys pointed out to the court the rule of law that in the school a teacher stands in the place of a parent, and may take reasonable steps to maintain discipline, just as a parent may do, so long as she acts in good faith and acts reasonably.

The Judge, Victor A. Kula, in rendering his decision, said he watched and listened to all witnesses carefully, doubted the testimony of the complainant's witnesses, and could not believe the boy whose mother had brought the charges. Thereupon he dismissed the case.

Since the boy, Jimmy, claimed no injury other than a slight lip bruise, it is difficult to understand the motive Mrs. Louise McDonald may have had in charging the teacher with slapping her son. Fortunately, the matter was given the kind of airing in open court that cases of this kind should receive. It is indeed regrettable that so much time should be unnecessarily consumed because of the need of protecting a teacher against farcical charges of this nature. In coming to the aid of Mrs. Urbancek, Chicago Union teachers served notice that they will not tolerate unfounded or malicious attacks upon their fellow workers.

The outcome of this case is a victory for all teachers and should deter the bringing of similar unjustified charges in the future. Teachers may be encouraged by the fact that the courts regard their position as worthy of protection.



## Los Angeles Local Continues to Grow

**430** LOS ANGELES, CAL.—When the Classroom Teachers Federation of Los Angeles disbanded and joined Local 430 as a unit, part of the treasury of the Classroom Teachers Federation was turned over to the local and set aside as a nucleus for a defense fund to be built up for the protection of members.

The increase in membership resulting from the consolidation of the organizations entitled the local to two more seats on the Central Labor Council.

One of the problems on which Local 430 is working is that of teacher load. The local is stressing the point that teacher load should be figured on the basis of the number of teachers actually engaged in full-time teaching.

The Los Angeles local is deeply gratified by the progress being made by the Superintendent's committee on inter-racial democracy. The local had an important part in the movement which led to the formation of the committee.

On October 20, Dr. Stewart G. Cole, director of the Bureau for Intercultural Education, spoke at a dinner under the auspices of Local 430.

## Resolution on the Death of Frederick W. Ringdahl

WHEREAS: Our loyal friend and co-worker, Frederick W. Ringdahl, one of the founding members of Local 263, American Federation of Teachers, and an active participant in the national organization, has passed from among us; therefore be it

**RESOLVED:** That we, the members of Local 263, American Federation of Teachers, hereby express our deep appreciation for the steadfast and untiring devotion he for so many years has manifested toward the general causes for which the Federation stands, and to the welfare of the teachers in the New Bedford system, within and without this Local. And be it further

**RESOLVED:** That this resolution be made a part of the permanent records of this Local and that copies be sent to the widow and nieces, and to the press for publication.

## President of Reading Local Wins Suit for Reemployment

**796** READING, O.—Educational circles throughout Ohio have been interested in the suit brought by J. Donald Bradford, president of the Reading local, to compel the Reading school board to reemploy him for the year 1944-45.

As reported in the May issue of the *AMERICAN TEACHER*, Mr. Bradford, mathematics teacher in the Reading school, was notified on March 15, 1944 that he would not be reemployed for the year 1944-45. As the result of strong protests by students, parents, and labor groups, the board of education voted on March 19 to rescind its action concerning Mr. Bradford's dismissal.

On June 5, when the superintendent of schools made

recommendations for the employment of teachers for the ensuing year, the name of Mr. Bradford was included in the list of those to whom contracts were to be given for 1944-45. The board voted unanimously to employ by contract the teachers included in the list.

When contracts were approved in August, however, Mr. Bradford was notified that he would not be reappointed. He immediately petitioned the court for a mandamus to compel the school board to enter into a contract reemploying him for the year 1944-45.

The hearing lasted for fifteen days and ended with a decision favorable to Mr. Bradford. All AFT members will rejoice in the successful outcome of the suit.

## SCHENECTADY LOCAL RECEIVES CHARTER



Left to right: Florence Karlen, financial secretary; Herbert M. Merrill, secretary of the central trades assembly of Schenectady; Arthur R. Boehm, president of the new local; A. J. Duffy, vice-president; John H. Niemeyer, president of the Empire State Federation of Teachers; Catherine Carmody, recording secretary.



Violet Eastman

### West Frankfort Organizes AFT Local

**817** WEST FRANKFORT, ILL.—Twenty-nine of the 31 high school teachers in West Frankfort have joined their newly organized AFT local. Elementary teachers are being invited to join also.

Officers are as follows: James Hastie, president; Clarence Leslie, first vice-president; Mrs. Vonnice Wade, second vice-president; Winifred Henson, secretary; Carthol Walston, treasurer. Theodore Paschedag will be the delegate to the central labor body, and Hal Stone, the alternate. Walter Collins is to be the teachers' representative to the board of education.

### Detroit Member Candidate for State Legislature

**231** DETROIT, MICH.—George Montgomery, publicity chairman of the Detroit local, was nominated for the state legislature in the July primary election. Mr. Montgomery, a social science teacher at Greusel Intermediate School, has been an active member of the AFT local for several years.

Results of the November election cannot be reported in this issue of the AMERICAN TEACHER, since it had to go to press about November 1. Mr. Montgomery would be a capable and conscientious representative.

## AFT Member Candidate for State Supt. of Public Instruction

**742** HELENA, MONT.—Using as her slogan the AFT motto, "Democracy in Education, Education for Democracy," an AFT member, Violet M. Eastman, campaigned as the Democratic candidate for State Superintendent of Public Instruction in Montana. Since this issue of the AMERICAN TEACHER had to go to press before the election, we cannot announce the results of the campaign, but the race was expected to be interesting and close.

Violet M. Eastman is the secretary-treasurer of the AFT local in Helena. She was the only woman teacher to sign the charter application for the local.

Miss Eastman's scholastic record is outstanding. She is a graduate of Northwestern University, has done post-graduate work in various universities, and has membership in four national honorary scholastic fraternities. Her professional record, too, is fine, for she has been a leader in educational activities.

Her teaching experience is varied, ranging from rural teaching to college teaching. At present she teaches history, debate, radio address, and psychology at Helena High School. She is courageous and progressive in her thinking, able and thorough in her work.

## Indiana Federation of Labor Adopts Resolutions from AFT Locals

Ten resolutions concerning the Indiana public schools were introduced by AFT locals and adopted at the 60th annual convention of the Indiana State Federation of Labor.

One resolution urged local branches of the state federation to petition school authorities for kindergarten classes and to cooperate with local school boards in securing funds for the establishment of kindergarten and pre-school classes.

Another resolution urged that action be taken in the state legislature to pass laws placing pre-school and kindergarten teachers on a par with other public school teachers in the distribution of state funds for teachers' salaries. At present, kindergarten and pre-school classes must be supported entirely by local taxes.

One of the resolutions adopted favored a two-year probation period

instead of the five-year period now established by the teacher tenure law. The resolution favored also provision for appeal to the courts over an adverse decision by the board of school trustees.

Other resolutions concerned the following: (1) paid vacations for teachers; (2) changes in the teachers' retirement fund to allow \$1,200 in yearly benefits after 25 years of service; (3) legislation prohibiting the use of yellow dog contracts where federal appropriations are made for public works programs; (4) a protest against the action of some school trustees in using state funds specifically designed for supplementing tuition funds, for reducing the local levy for tuition; (5) keeping school books published by non-union companies out of Indiana schools; (6) support of the "Back to School" drive.

## San Francisco Teachers Receive Another Raise

**61** SAN FRANCISCO, CAL.—San Francisco teachers are to receive a flat raise of \$220 during the school year 1944-45. Added to the \$200 increase given last year, this makes a total raise of \$420, or 15% of the salary budget.

The increase was secured largely through the initiative of Edward Gallagher, representative of Local

61 and chairman of the salary committee of all the teacher organizations. He secured the services of a research bureau to collect data, mimeograph an extensive report, and advocate the raise before the school board.

The school board president, an AFL man, was especially helpful in securing the salary adjustment.

## Ohio Locals Praised for Work on School Finance Bill

In a letter to Secretary-Treasurer Irvin R. Kuenzli, generous praise was extended to Ohio locals of the AFT by Kenneth C. Ray, State Superintendent of Ohio Schools, for the part the locals played recently in securing additional state aid for increasing salaries of teachers and other employees. Discussing the enactment of the enabling legislation to increase the state distributive school fund, Superintendent Ray stated:

"We are sending you copies of the Bill which was enacted at the special session of the Legislature to provide for the apportionment and distribution of additional funds to certain school districts in the year of 1944. I want to tell you that your groups here in Ohio did a splendid job in helping me put this legislation over without a single *no vote* in either House of the Legislature."

Approximately one-half of the school funds in Ohio are paid from the state treasury under a program of state aid known as the "Foundation Program." The new bill allocates \$8,085,000 in additional school

funds from the state treasury. This amount provides \$8.00 per pupil additional funds. The bill provides that:

"Funds received by each school district under the provisions of this section shall be used toward the payment of salaries of teachers and other school employees for the school year 1944-1945."

The AFT had a large part in initiating the campaign for increased state aid in Ohio. The Secretary-Treasurer of the Ohio Federation of Teachers, David C. Williams, has been one of the most active leaders in the state in the program to secure increased state aid. The additional state aid was voted recently at a special session of the legislature called by Governor Bricker.

AFT President Joseph Landis, in discussing the additional state aid stated: "We are proud of the fact that the Ohio Legislature has seen fit not only to talk about postwar planning, but also to take the first step in building a sound postwar society—that of providing better educational facilities now for the children who as tomorrow's adult citizens will determine the future destiny of the state."

## President of Mobile Local Stresses Need for Federal Aid for Schools

**777** MOBILE, ALA.—Miss Annie B. Havens, president of Local 777, delivered a stirring labor day radio address on the subject, "The Emerging School."

She pointed out that modern education should be "built upon the concept of the greatest possible development of every child's powers, but always in keeping with the thought of his social relationship to the group of which he is a part."

One of the most important parts of her address was that in which she discussed the need for federal aid for education. "Do you know," said Miss Havens, "that a recent survey shows that the best schools of New York State spend \$150 yearly on each pupil? Do you know that this is approximately five times the amount spent for our average Alabama child? Do you know what these differences mean?"

She then proceeded to list the advantages which a superior school, such as federal aid would make possible, could bring to Alabama's boys and girls. She concluded with

a statement of the need for co-operation on the part of citizenry, parents, teachers, press, school board, and superintendent, if the best type of education is to be provided.

Her entire address was printed in the September 15 issue of the MOBILE LABOR JOURNAL, following a strong editorial entitled "Are the Teachers Free?"

## Teacher Is President of State Labor Body

**695** OMAHA, NEB.—Mr. J. J. Guenther, first president of Local 695, was recently elected president of the Nebraska Federation of Labor. This is the first time in AFT history that one of its members has been elected president of a state federation of labor.

Last year Mr. Guenther served as acting president during the absence of the president, Roy Brewer, who went to Washington as a member of the Labor Division of the War Labor Board.

## Quincy Added to List of Illinois Locals

**809** QUINCY, ILL.—Last May about 50 of the Quincy teachers held a meeting and 44 of them signed an application for an AFT charter. A few of the 50 did not sign because they expected to leave the Quincy schools at the end of the school year. Within a few weeks almost half of the teachers of the city had joined the local.

Several years ago, at a convention of the Illinois State Federation of Labor, Mr. Arthur Keim, president of the Central Labor Union in Quincy, met some of the delegates from the AFT local in Chicago—Ira Turley, Helen Narbutt, Arthur Walz, and others—and talked with them about the possibilities of organizing an AFT local in Quincy. From then on Mr. Keim worked quietly on the organization of the teachers, but it was not until the salary situation became acute that the teachers became really interested in organizing a local.

Quincy is a city of about 40,000, with approximately 160 classroom teachers. Practically all of the larger Illinois cities have now established an AFT local.

## Michigan Locals Hold Fall Institutes

A series of fall institutes was arranged by the Michigan Federation of Teachers in cooperation with local unions in different parts of the state. The time and place of the institutes was scheduled as follows:

Region 1—Detroit, Oct. 26, 27

Region 2—Flint, Oct. 12, 13

Region 4—Grand Rapids, Oct. 19, 20

Region 6—Detroit, Oct. 12, 13

Programs centered largely on the problems of postwar educational reconstruction as outlined at the AFT convention in August.

## Union Teacher Heads Central Labor Council

**696** EAU CLAIRE, WIS.—Leo Smith, former president of Local 696, was re-elected president of the Eau Claire Central Labor Council for a second term.

The Eau Claire local is growing steadily. Through its efforts all school employees received a \$10-a-month cost-of-living bonus.





**These people buy a battleship  
— every week !**

**Meet John S. .... and Mary D. ....**

John works at an electronics plant on Long Island, and makes \$85 a week. Almost 16% of it goes into War Bonds.

Mary has been driving rivets into bombers at an airplane plant on the West Coast. She makes \$55 a week, and puts 14% of it into War Bonds.

John and Mary are typical of more than 27 million Americans on the Payroll Savings Plan who, every single month, put half a BILLION dollars into War Bonds. That's enough to buy one of those hundred-million-dollar battleships every week, with enough money for an aircraft carrier and three or four cruisers left over.

**In addition,** John and Mary and the other people on the Payroll Plan have been among the biggest buyers of *extra* Bonds in every War Loan Drive.

They've financed a good share of our war effort all by themselves, and they've tucked away billions of dollars in savings that are going to come in mighty handy for both them and their country later on.

**When this war** is won, and we start giving credit where credit is due, don't forget John and Mary. After the fighting men, they deserve a place at the top. They've earned it.



**You've backed the attack—now speed the victory!**

*The American Teacher*

*This is an official U. S. Treasury advertisement—prepared under auspices of Treasury Department and War Advertising Council*

# Labor Notes

By MEYER  
HALUSHKA

## AFL Backs "Go to School" Drive

With the reminder that from the earliest days of our country, labor has been the driving force for universal free education, President William Green called upon all affiliated bodies to cooperate in the national Go to School Drive launched by the U. S. Office of Education, Federal Security Agency, and Children's Bureau of the U. S. Dept. of Labor.

The drift of high school students away from school to part-time and full-time jobs has been catastrophic.

Since 1940-41 there has been an enrollment drop of over 1,000,000. Our high schools are now educating only as many students as they did 10 years ago. In Oct. 1943, 2,750,000 boys and girls 14-17 years of age were working full or part time. That is three times the number working in 1940.

Thousands of children are working illegally and at jobs that contribute nothing to the war effort.

Organized labor is working energetically and effectively to end the "Black Market" in child labor.

## What's in a Union?

The International Typographical union, with a membership of 84,000, has been in continuous existence for 92 years. At the time of its organization, printers worked 12 hours a day and the average age at death was 30 years. Today the work day has been considerably reduced and the average age at death is 65.4.

The International has operated an old age pension system since 1908. Last year some 6,500 pensioners received \$3,500,000. Since the plan was launched, over \$40,000,000 has been paid out in pensions.

Last year the organization distributed about \$5,500,000 to its members in benefits.

The Union's Mortuary Benefit Plan provides up to \$500 for funeral expenses. It even has its own burial service printed in the by-laws.

The ITU is rightfully proud of its famous \$2,000,000 Union Printers Home for the Aged. It is located on a 300-acre farm in Colorado Springs. An average of 400 sick or aged members reside at the Home at a cost to the union of \$400,000 annually. Adjoining the Home is a hospital and Tuberculosis Sanatorium.

"No charge, tax, or fee shall ever be made, levied or collected

from any person domiciled at said Union Printers Home."

Through its Bureau of Education, 28,825 students are enrolled in union printing classes, the largest and best printers' school in the world.

The ITU has just reaffiliated with the American Federation of Labor.

## Progress Made in Equal Pay for Women

New laws designed to secure equal pay for women went into effect on July 1 in New York and Illinois. Each prohibits discrimination in wage rates because of sex.

Equal pay laws are in effect in three other states—Michigan, Montana, and Washington.

## AFL All Out for Adoption of Wagner-Murray-Dingell Bill

Lewis G. Hines, AFL legislative representative, appeared before the Senate Subcommittee on Wartime Health and Education and submitted a statement stressing the critical need for national health insurance as provided for by the Wagner-Murray-Dingell Bill.

After citing the deficiencies in the nation's health as revealed by the rejection of more than 4,000,000 draftees as physically unfit, the statement emphasized the responsible between low income and illness, and the unpredictability of personal illness.

The statement summarized the health provisions of the bill as follows:

"In addition to its provisions for much needed improvement of the entire system of employment security and old age benefits, it provides health and disability benefits to practically all workers not otherwise covered and to members of their families in industrial, commercial, agricultural, domestic and non-profit institutional employment.

"This bill provides the services of a physician chosen by the worker. Care is to be available for as long as needed, at the home, office or hospital, including preventive, diagnostic and therapeutic treatment and care, as well as periodic physical examinations.

"It provides for laboratory serv-

ices, special appliances and eyeglasses.

"It provides hospitalization for 30 days, or longer if funds permit.

"It provides suitable benefits to an insured worker who by reason of illness or injury is totally unable to work at his last or usual occupation, for 26 weeks in the benefit year, plus 12 weeks additional maternity benefits.

"It provides for free choice of physician and hospital and for the freedom of the doctor to determine the patients he will serve.

"It provides grants-in-aid for medical research, education and training.

"It is designed to supplement and not conflict with presently operating workmen's compensation plans.

"In brief it is a carefully considered plan, to meet just the deficiencies which the inquiries of this committee and previous studies of national health needs have revealed. It is our firm conviction that anything short of the comprehensive program provided in this measure will condemn millions of our people to the undeserved suffering and want attendant on illness and will contribute to the insecurity of our national well-being."

Nelson H. Cruikshank, formerly an official of the War Manpower Commission, has been appointed Director of Social Insurance for the AFL. His task will be to organize support throughout the country for the Wagner-Murray-Dingell Bill.

## Labor Supports Community and War Fund Campaign

The American Federation of Labor, through the Labor League for Human Rights, has called upon all international unions and central labor bodies to "extend their generous and wholehearted support" in this year's campaign. Many unions report that their members have pledged one day's pay to this drive.

In the past two years, AFL members have donated nearly \$70,000,000 to the Community War Chests and Red Cross. Labor's own relief program, carried out in cooperation with war relief societies of the National War Fund, has included such projects as feeding famine victims in India, establishing vocational schools and child welfare centers in China, and maintaining seamen's homes in Britain for sailors of all United Nations.

Have a "Coke" = So glad you're back



*... or offering a soldier the comforts of home*

HOME! There's no place like it. And nobody knows it better than a fighting man back on furlough. Ice-cold Coca-Cola is one of the comforts of home everybody welcomes. That's why frosty bottles of "Coke" belong in your home refrigerator. At the words *Have a "Coke"*, refreshment joins the party to make it gayer, brighter. The good old American custom of *the pause that refreshes* is spreading in many lands around the globe,—has become a happy symbol of our friendly, refreshing home-ways.



"Coke" = Coca-Cola

It's natural for popular names to acquire friendly abbreviations. That's why you hear Coca-Cola called "Coke".

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